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HISTORICAL
SOCIETY.

THE
HAMPTON NORMAL & AGRICULTURAL
INSTITUTE.

OPENED APRIL, 1868.

Incorporated by Special Act of the General Assembly
of Virginia in 1870.

HAMPTON, VIRGINIA:
NORMAL SCHOOL STEAM PRESS
1879.

THE HAMPTON INSTITUTE.

For the information of the friends of the Hampton Institute and of the educational work for Negroes and Indians in our country, and in the hope of increased aid for current expenses and for endowment fund, the following is published.

The total colored population of the United States, is, according to the census of 1879, 4,880,000. It had increased during the previous ten years, in spite of the civil war and its attendant suffering, a little over ten per cent.

Of the five million six hundred and forty-three thousand (5,643,000) illiterate persons over ten years of age in the United States, four million one hundred and eighty-nine thousand (4,189,000), are in the Southern States: of the latter, the whites number one million five hundred and sixteen thousand (1,516,000); the colored, two million six hundred and seventy-one thousand (2,671,000), of whom more than half are females.

This two and a half million of utterly ignorant freedmen includes four hundred and eighty-five thousand (485,000) youth between the ages of ten and twenty-one, and probably not less than seven hundred and fifty thousand (750,000) teachable children.

There are about 850,000 negro voters in the South, mostly illiterates.

The Southern States have now provided by taxation for popular education, while private charity is directed to building up Normal Training Schools, Colleges, and Theological Seminaries. A few of these receive State aid. The U. S. Government has not assisted negro education since 1870. These institutions are in harmonious relations with the better class of Southern whites who are seeing more and more the necessity of an intelligent laboring class. Yet there is a "Bourbon" element, faithless and hopeless of the future of the negro, anxious to be rid of him and indifferent or opposed to his education.

The Hampton Normal and Agricultural Institute stands on the east shore of Hampton Creek, a little below the town of Hampton, two and a half miles from Fortress Monroe, on an estate of one hundred and twenty acres, once known as "Little Scotland," and during the war,

known as "Camp Hamilton," the base hospital of the Army of the James, where as many as 15,000 sick and wounded Union Soldiers were cared for at one time.

The beauty and healthiness of the spot, its accessibility, by water and railroad communication, as well to Northern markets as to the region of the Chesapeake Bay, and to the whole of Virginia and the Southern Atlantic States, with the density of the colored population in its vicinity, marked it out as a suitable centre for a great educational work.

The American Missionary Association having purchased the "Little Scotland" estate in the summer of 1867, fitted up the necessary buildings; and in April, 1868, the school was opened with twenty scholars, on a manual labor basis.

In June, 1870, the Institute received a charter from the General Assembly, creating a corporation, with power to choose their own successors, and to hold property without taxation. They now hold and control the entire property of the school by deed from the American Missionary Association on condition that its religious teaching shall always be evangelical. They have regular Annual meetings, and through an Executive Committee are always prepared to act as the interests of the Institute may require.

The key note of the endeavor to build up the Hampton Institute is struck in the statement that the personal acquaintance of its principal officers with the missionary work in the Sandwich Islands suggested the course to be pursued here. The manual labor system has had one of its best illustrations in the educational system of that remote kingdom.

A more elaborate account of the history of the Hampton Institute is given in a book entitled "Hampton and its Students," published by G. P. Putnam's Sons, New York City.

The past of our colored population has been such that an institution devoted especially to them must provide a training more than usually comprehensive, must include both sexes and a variety of occupation, must produce moral as well as mental strength, and while making its students first-rate mechanical laborers must also make them first-rate men and women. Their especial needs require to be considered in any system of education which has their development for its object, for while the main principles of successful labor are the same all the world over, there must be always a certain adaptation of them to time and circumstance. The higher Southern schools for negroes can and should have better discipline and more earnest students than any college in the North, and this will be attained only by carefully studying the peculiarities of the position. Throughout the South the demand for skilled labor in all departments is imperative, and with proper training that demand can be supplied from the ranks of the colored people, for in devotion to study our pupils at Hampton are enthusiastic, they are docile and plastic, and their mechanical faculties work quickly, while they are capable of acquiring knowledge to any degree. What the negro needs at once, is elementary and industrial education and moral development. The race will succeed or fail as it shall devote itself with energy to Agriculture and the Mechanic arts, or avoid these pursuits, and its teachers must be inspired with the spirit of hard work and acquainted with the ways that lead to material success. An imi-

tation of Northern models will not do. Right methods of work at the South must be created, not copied, though the underlying principle is everywhere the same. There must be an essential and inevitable difference between Hampton and schools of a similar nature at the North or in Europe. While this institution is distinctly Agricultural, a majority of its graduates become teachers, and as such might be held to need no special Agricultural or Mechanical training. In an older civilization this would undoubtedly be true, but with us, the teachers sent out come directly in contact with the farmers of the country and can make their practical and scientific knowledge tell at once upon the Agricultural interest by putting into the hands of their pupils the experience which they themselves have gained during their three years' course at Hampton. They can impart during six months of the year knowledge which will be immediately utilized during the succeeding six months and as a matter of fact are often during vacations, etc., obliged to support themselves by the labor of their hands, a state of things which they can be prepared to meet only by such thoroughly polytechnic training as Hampton gives.

The negroes, who are to form the working classes of the South, must be taught not only to do their work well, but to know what their work means, and while at Hampton the discipline of hard work keeps away the indolent, it attracts the determined and deserving, endows the graduates with a spirit of self-reliance and of manliness, and returns them to the world at the end of the course something more than mere pedagogues and farmers—civilizers, able not only to encourage the young idea, but to work to advantage the exhausted lands about them, and by example and precept to teach right ideas of life and duty. Such men are needed by the State, but above all are they needed by the colored race, whose greatest danger is in the bad leadership of demagogues, whose destiny is not yet assured, and whose future honorable position is to be secured only by toil. To this end also the training of the women is a valuable adjunct; their work in the Industrial School which is connected with the Institute, and their manual labor in the Institute itself, fitting them to meet the demands which are likely to be made upon them in after life, either as teachers of young children or as wives and mothers.

An experience of eight years has shown that the good results of the Hampton system are in direct relation to the dependence of students upon their own efforts. No institution in the United States has a poorer constituency, or one that makes more effort or sacrifice for education. Students have not been pauperized. The idea of self-help has been adhered to. Value for value is made fundamental, and the formation of character rather than of polished scholarship is regarded. By thrifty management, the labor departments have nearly paid expenses, and thus been a means of actual support. It is, however, as an appliance of education and moral growth that the Industrial system is especially valuable. The discipline of the sewing teacher and the farmer is as strict as that of the class instructor. The man who leads in the debating club or recitation room, may be the last and laziest in the field; one, who is dull in mathematics, may be at the head of the working squad. Thus we have guarded against the one-sided estimate of ordinary schools. With us, position is achieved in the field as well as in the recitation room. Labor is honored, and a just pride is felt by those who succeed in working out their expenses.

Our work has been to civilize: instruction from books is not all of it.

General deportment, habits of living and of labor, right ideas of life and duty are taught, in order that graduates may be qualified to teach others these important lessons of life. To this end meals are presided over by officers of the school. Frequent and regular bathing is required and provided for with every convenience and comfort. Students are inspected every morning as to their personal attire, forming for that purpose in companies with open ranks, and their rooms are visited daily by one of the teachers. They have excellent religious (non-sectarian) teaching, consisting of Sunday morning services in the chapel, and Bible teaching in the afternoon, with daily prayers.

THE Principal and heads of departments make reports at the Annual Meeting of the Trustees which are published every year, giving minute details especially of receipts and expenditures. Contributors are entitled to a copy of the Annual Report, which is published early in November of each year. The School year closes June 30th.

REPORT OF THE PRINCIPAL.

HAMPTON NORMAL AND AGRICUL-
TURAL INST., HAMPTON, VA.,
May 21, 1879.

To the Trustees of the Hampton Normal and Agricultural Institute :

GENTLEMEN:—

The total number of graduates from this institution since it opened in April, 1868, including this year's class, 40 in number, is 316.

The total number of admissions for the same time, including this year's (100 in number, besides Indians,) has been 1,027.

The attendance this year has been as follows:

	<i>Young men.</i>	<i>Young women.</i>
Seniors,	33	11
Middlers,	50	36
Juniors,	52	36
Preparatories,	29	7
Indians,	57	9
	<hr/>	<hr/>
	221	99

Besides having a knowledge of reading, writing, and of arithmetic through Long Division, all who are admitted are expected to have borne a good character, to have sound health, and to be not under fourteen or over twenty-five years of age.

It has been found impossible to raise the standard of admission. Ten years ago over half of our students were from schools maintained by Northern charity, whose nine months' sessions, good outfit and skilful teachers fitted a fine class of candidates for the Junior class. The State schools which have taken their place, have, except in the cities, but three or six months' sessions, poor apparatus and usually inferior teaching. In the principal Southern cities there are many good public schools for colored youth. Hampton attracts chiefly country youth who don't mind hard work, and have had very few opportunities.

Students are usually received on their own application: reliable information as to their character or qualities is seldom to be had. Every year a number present themselves without a word of previous notice. A desire for education on the part of such may consist with serious defects of character, obtuseness, and very imperfect notions of its meaning.

"WEEDING OUT"

the new comers is an important duty of every session. The first year at the school is probationary: about twenty per cent. are dropped, principally for weakness of character or for dulness of intellect. Most of these are benefited by their short course, and work for such is not considered as wasted.

During the entire three years' course, there is frequent leaving of students for disciplinary, pecuniary, domestic and other reasons. But experience shows that those who are really capable and earnest seldom fail to return, even after an absence of years, to complete their education.

AID FOR STUDENTS.

Personal aid is given usually at the close of each session, according to need and merit, generally by way of reducing the debts of those who have nobody but themselves to depend upon.

The total charges to students for last session were \$22,537.82; assistance amounted to \$3,223.81, or one-seventh of the amount charged: the usual proportion of such relief from year to year.

Students paid in labor the same year, \$14,504.96—the balance was paid in cash or remains as debt to be paid up. Graduates show a good spirit about paying up debts.

Rev. Dr. B. Sears, agent of the Peabody Fund, has sent \$500 to be applied to students' personal expenses this year, at the rate of \$50 apiece. Those who shall get this aid will richly deserve it.

SCHOLARSHIPS.

Friends of the school are asked to meet the student half-way: to provide for each one the cost of his education, a scholarship of seventy dollars (\$70.00) for each year of the three years' course; or \$210.00 in all; the student to pay his personal expenses, board, fuel, washing, mending, &c., furnished by the school at \$10.00 a month or at \$85.00 per session of eight and a-half months: this besides providing his own clothing, books and incidentals.

The board bill is payable half in cash and half in labor.

SPIRIT OF LABOR.

From quantities of letters received, I know that hundreds of colored youth would gladly work out their entire expenses in the school: one-tenth of those now in attendance do so, paying no cash. The monthly payment of five dollars keeps out scores who are eager to come.

Wages of negroes are low, yet one-fourth of our boarders are able, by constant labor in summer as well as by school work, to meet the requirements of half cash and half labor, besides finding their clothes, books, and incidentals. The majority of boarding students have some help from parents and friends.

I question if in any institution for whites in the land, youth are making more exertions for themselves, than the negroes at Hampton and other schools devoted to that race.

The pauper spirit has no encouragement; there is no begging except for more work. The conduct of students the past ten years justifies all the pains and cost of an expensive industrial system and all efforts for its improvement.

"SHELLBANKS."

During the past year a generous friend has purchased for the school a valuable stock and grain farm of 330 acres, known as "Shellbanks," five miles distant, which will afford much labor to students, large supplies for school consumption, and be an excellent place for Indians in summer. No wiser or more needed gift could have been made.

WORKSHOP.

With the approval of the Executive Committee, a work-shop has been commenced, which, with a start in machinery by way of a saw-mill, with planer and matcher, to be placed in the basement, will cost not less than \$6,000. More than \$12,000 will be required to complete it. This enterprise is greatly encouraged by the gift of a new and improved sixty horse-power engine, with boiler, by Mr. Geo. H. Corliss of Providence, R. I., valued at \$4,000. The building will be two story frame on a brick basement eleven feet in height; size, 140 x 50 feet; and will need over 200,000 bricks, all of which have been made or will be made on the place, mostly by students' labor. We hope at once to complete the basement, cover the machinery temporarily, saw up logs into lumber, boards, etc., with which to erect the frame part in the summer or fall, as the needed funds shall be contributed. To do this \$6,000.00 will be needed.

Mr. Charles D. Cake, a Southern man, of Hampton, a thorough mechanic, is to be manager. Colored and Indian students will furnish the labor; the former to be of those destitute of funds, who will work steadily for a year or more and enter or re-enter school with earnings to carry them through, and a skill which will anywhere command twice the wages of ordinary hands. The latter will learn what will serve them well among their people.

This will establish the mechanical feature of the school. The perfecting of our manual labor feature is important. It is our point of difficulty; precedent is against us; results so far are encouraging.

AN INDUSTRIAL HALL,

Conspicuous in efficacy for good, as in its appearance, crowning the finest site on our grounds, commanding the broad waters of Hampton Roads, joining with Academic Hall on its right in offering to youth the true way to manhood and to usefulness, should not be delayed for want of funds.

The interests of the two races under our care are best served by a combined training of the hands and heads of those who are to be their teachers and leaders.

The cause of education would, I believe, be served by the suc-

cess of a well-rounded industrial system, to answer honest doubts of its practicability.

In the South, negro mechanics are relatively common ; in the North, they are relatively scarce. Competition in the North keeps them back more than prejudice at the South. Here they have a fair field. But the question, How shall young colored mechanics replace the present class who were trained in slave times, is a serious one.

SCIENTIFIC RATHER THAN CLASSIC.

This institution (whenever the common schools with which it immediately connects shall so improve as to permit it) should develop in the direction of scientific teaching.

All, or nearly all of the leading institutions devoted to the freed-men teach Latin and Greek. Classic lore has its place in this field, but the bearing of science on the new and vast productions of the South, in which the negro should have his share, is vital. Practical knowledge that will open the resources of the soil is a paramount need. Getting wealth is desirable for the freed-man ; it makes him a safer and a better citizen, and creates favorable conditions for that morality, the want of which is their weakest point.

RELIGIOUS WORK.

No work for the ex-slaves can ignore the fact that their preachers have their ears and lead them as they choose ; newspapers hardly reach them. The negro understands colloquial English : that of literature is to him an almost unknown tongue.

To reach this generation there must be a great progress of pulpit work, not so much in quantity as in quality. How to do it, I think is indicated in the following words from a letter from Mrs. H. B. Stowe, written from Florida.

"For a long time yet, in the country, the *preacher* must be only an educated farmer, laboring week days and preaching Sundays ; this is what I want to prepare —— for."

For the many large colored churches in the Southern cities men are being trained in denominational Seminaries in Washington, Richmond, Raleigh, Nashville, New Orleans and elsewhere, but the mass of these people are scattered in the country, unable to maintain intelligent preaching, and in many cases are sadly victimized by men who are worse than incompetent.

One who teaches from three to six months in winter, farms the rest of the time and preaches Sunday, is the man for the field work, and for the masses of this generation. Thus only can a competent man get work and a support.

Col. J. T. L. Preston, of the Virginia Military Institute at Lexington, has suggested the need among the blacks of good moral and religious reading, and that Hampton graduates could do a good work spreading such matter. His published letter has attracted their attention and brought interesting responses.

The danger to the rising generation of a flood of vicious reading from which their ignorance has been a protection cannot be overestimated. It will be hard to meet.

GIRLS.

The education of colored girls is as important as that of the men. They are received into the higher freedmen schools of the South, but are always, I think, in less numbers than the young men, being in proportion to the latter about as one to two.

Parents prefer to make sacrifices for their sons ; there seems a readier and greater yield for the expense and pains with the boys. Young men have a more tangible aim, more stimulus and a better chance. There is not much to make girls ambitious.

Conditional to all progress is the improvement of women. Provision for their comfort here is better than that for the men ; special encouragement should be given to increase their numbers. We are deluged with applications from male students.

It is to be hoped that there may be some wise and noble charity in behalf of colored girls of the South. Nothing adequate in that direction has yet been done. The past rests upon them far more heavily than upon the men. Their color makes impossible the safeguards that surround the intelligent and improved of our race. Their "toning up" under good influences has, in our experience, been most remarkable, and their success as graduates equal to that of the men.

GRADUATES.

Part of one teacher's time has been devoted to corresponding with graduates, supplying reading matter and other encouragement. Out of the 267 graduates now living (9 have died) the school is in regular correspondence at present with 218 as well as with eleven undergraduates engaged in teaching.

Over forty of them have been brought into correspondence with friends in the North who have sent them papers and letters, and sometimes supplies, not as personal charity, but as helps to teaching. Some new light and pleasant impressions on both sides have come of this; we hope for more of it. You will see the value of these relations to intelligent earnest workers living among the poor and degraded.

We endeavor each year to reach the entire force that has left. Up to July, 1878, out of two hundred and twenty-two graduates but seventeen had failed to teach; of the last class numbering fifty-four, twenty-one have not taught because of the closing of public schools in this State. Forty-eight ex-students have engaged in teaching. Not less than 30,000 children have come under the instruction of Hampton graduates.

Unusually full reports have been received during the past term, extracts from which have been and are to be published in the "SOUTHERN WORKMAN." Their labors have extended beyond Virginia into West Virginia, North Carolina, Maryland, and slightly into other States. There have been no grievances or "outrages." In common with those sent out on similar duty from other institutions they report an increasing appreciation of their work by all classes. The qualified and well-behaved negro teacher is received and treated well everywhere.

The common school system is deeply rooted and well championed in this and the adjacent States. In Virginia, in 1878, there were 4,545 free schools of which 1,146, were colored, with an average daily attendance of 34,300; 61,772 colored pupils were enrolled; 673 colored teachers were employed in the colored schools; the rest of the teachers being white. The average length of school session was 5.33 months.

There was a falling off \$250,000.00 of school revenue and the blacks lost as compared with the previous years eighty-four schools and 3,271 pupils. A greater loss is feared the current year.

In Norfolk, Va., the city colored schools are taught by Hampton graduates; in Portsmouth, just opposite, by whites; females in both cases, and both are under excellent supervision by ex-confederate officers. Salaries are forty dollars a month, and are promptly paid. The sessions last ten months. In country schools, where the majority of graduates are employed, there are

serious difficulties. Short and unsatisfactory sessions of four to six months ; pay at the rate of twenty to thirty dollars per month, in warrants which are not cashed sometimes for a year, and sold at a discount of from ten to twenty-five per cent. are discouraging.

Owing to the present condition of Virginia finances, at least half of the public schools have been closed, and over a score of graduates anxious to teach, have gone into service to maintain themselves.

City schools have not been so much affected. An improvement the coming year is hoped for. Were it not for a genuine desire to do their people good, a large number of our graduates would forsake this field for more comfortable situations in the North which are within their reach.

Then there are the trials which an intelligent worker must experience everywhere from the narrow minded and ignorant. The Hampton teacher is a radical among his own people, and often combats notions dear to those for whom he is laboring.

TEACHERS' INSTITUTE.

The methods of primary teaching introduced last year, by Col. F. N. Parker, Superintendent of Public Schools of Quincy, Mass., have been of great advantage to his class in their field work. He is expected to conduct an "institute" this year with the present graduating class, from May 26th to June 13th. He will give them rational and clear directions upon the raw material and difficult conditions they will deal with. He will teach them how to make school apparatus, charts, etc., when books are not to be had ; helping them to do the most with their time and opportunities. Miss Bullard, a former pupil of his, has conducted the "Butler" School on his plan the past year, making it a school of observation for the Seniors. Good primary teachers are the universal and paramount need of Southern free schools.

INDIANS.

At the last annual meeting, I reported the arrival in April, 1878, of seventeen Cheyenne and Kiowa Indians, direct from Florida where they had been held for three years by the government, as prisoners of war, to be maintained here by private charity. Plans to secure more under government auspices were submitted to, and approved by you.

On the 5th day of November, 1878, forty-nine Indian youth, nine of them girls, were brought here, from the following named agencies in Dakota Territory, selected by Capt. R. H. Pratt, of the U. S. Army, under instructions from the department of Indian Affairs at Washington.

From Fort Berthold, nine boys and four girls.
 From Standing Rock, three " " one "
 From Cheyenne River, nine " "
 From Crow Creek, five " " one "
 From Yankton, eight " " three "
 From Lower Brule, six boys.

Their ages are from ten to twenty-two years. Over half of them had been to Agency Schools, and could read and write in their own language. The government pays the school \$167.00 per annum for the entire expense of each one, including clothing, board, instruction in the rudiments of knowledge, and in agriculture and the mechanic arts. The school agreed to provide the necessary buildings and outfit, which it has done. The Indian Cottage or "Wigwam" has so far cost \$10,987.91. The cost of finishing two new corridors in Virginia Hall by contract for Indian girls was \$1,800, besides furniture for the twenty new rooms.

I believe no one can doubt the wisdom of calling upon the public to do a share of the work for Indians. People will be interested in them only as they do something for them.

The large shop now building is in part for the mechanical instruction of Indians. For the first year at least, we will expend for Indians over two dollars for each one received from the public treasury. The gift of the fine stock and grazing farm of three hundred and thirty acres, "Shellbanks," five miles distant, was inspired by the need of Indian boys of experience in caring for stock. They will thus be fitted for what is the first step in the civilization of the wild tribes; raising cattle and horses.

It is proposed on our part to create every possible condition of success with the important experiment intrusted to us. Its significance was referred to by the President in his last Message, and by the Secretary of the Interior in his last Annual Report.

In view of our experience with Indian pupils, I would remark as follows :

The younger ones are the best material to work upon, especially girls ; the latter from twelve to fifteen years of age. They are more pliant and more easily acclimated.

Coming utterly ignorant of English, accessible only through an interpreter, they have made excellent progress in their studies, in language especially ; both sexes doing equally well, comparing in talent favorably with the brightest class of colored students. In the presence of visitors they are at a disadvantage ; they are always reluctant to air their English ; but their desire to learn it is most earnest. Their chief complaint is "too much Indian talk."

On the whole they take kindly to cold water and cleanliness, and to civilized ways ; there are differences among them. To help them acquire our language and habits, each Dakota boy has a colored room-mate who is this voluntarily. In most cases there has sprung up a strong attachment between them, and as yet no hostility ; the help to the Indians is invaluable. The Dakotas are ready to do the full share of cleaning and care of the room ; they pick up words, ideas and habits, and thus get a tutoring to be had in no other way. Success as to contact of races seems complete.

Would the students of any white school in the country do as much for these wild Indians ?

Upward of twelve per cent. of our colored students have Indian blood in their veins. The "Mattypony" and "Pamunkey" Indians on old reservations seventy miles from this place, are said to have forfeited their heritage because of absorption into the negro race.

Within three days after their arrival from the West, the Dakotas begged to have their hair cut in order to look like the rest. Long hair was their glory at home. This and many changes, not always on the surface, are due to atmosphere and indirect influence rather than to rules or teaching. At this point is the chief advantage to them of the Hampton School. The force of custom and habit is greater than that of mere regulations.

They have given up tobacco, and have nothing to do with liquor, though rum is for sale within three minutes' walk of their quarters.

They are reasonable, tractable. "They are like other young people," is the frequent remark of those who have to do with them. They have quick tempers, a few have bad dispositions, and trouble of some kind would not at any time be surprising.

They are mechanically quick, interested in tools, willing to work; not, as a rule, up to a full day's work, but some are. They will shirk when left alone. The idea of work is not in their brains or blood: they don't see the point of it or its relation to life. Good management is changing all this.

The question is not of their capacity, but of our capacity to understand them and step by step bring them up to proper ideas and habits. The danger is not of their, but of our failure.

The girls go to school five days each week, are taught sewing, household work, and are to be instructed in cooking and gardening.

The boys work on the farm, a few in shops, an entire day each week, and besides, are divided into squads so that each one works two hours daily for four days each week in the "training shop," under Mr. G. B. Starkweather, where they are taught the use of tools, and to work in wood, iron, tin and leather. Saturday is holiday, with free access to shops, where many resort voluntarily.

Our Indian youth are encouraged to practice and improve in their native art. Painting on paper, fans, and on pottery, brings them pocket money which keeps them cheerful.

The negro has the only American music; the Indian has the only American art.

I believe it to be a duty to preserve, and in a wise and natural way to develop both. The latter is curiously suggestive of ancient Egyptian or oriental styles. There is an oriental expression in the Indian's countenance.

Our Indian paintings are much sought after, and are doing good in many places, as reminders of the needs of a noble but wronged people.

The danger to this experiment is in the matter of health, especially of boys. The change from the cold bracing air of Dakota to this damp seaside air and lower latitude, is a risk. I am advised by an old Indian missionary to let the Indians be very lazy in the summer days. During the vacation, from June 15th to October 1st, we hope to encamp an Indian party for some weeks at "Shellbanks," which

is situated beautifully upon a broad river, where they will have an outdoor life, light duty, such as care of stock, and abundant leisure and play.

I cannot do better here than quote from the "Southern Workman" for April from an article by Miss H. W. Ludlow; one of our Indian teachers:

"THE HEALTH QUESTION.

"It is well understood that the health question is a serious one in all efforts for the civilization of a race, so serious that it has been made the ground of argument against all attempts at Indian civilization, though if the race is doomed in any case, civilizing has the advantage at least of being a cheaper as well as more merciful means of extermination than starving and the horrors of Indian warfare.

There is no reason, however, why the effort to prepare them for the new conditions of life which must inevitably overtake them with the extinction of the buffalo, and the settlement of the country, should not be as carefully guarded in the matter of health as the organization of the army or the navy is. Every one of the little fellows picked from the city street for the training-school which is doing such admirable work for the navy, is put through a rigorous medical examination before admission. Such selection is absolutely essential to any general success.

"The plan prescribed by the Department for Captain Pratt's journey to collect the Dakota students, provided no time or means for such examination, and what care he could take in selection was made to some extent unavailing by changes of minds and the necessity of taking what substitutes could be obtained at the last moment. There is cause for congratulation that the sanitary condition is, on the whole, as good as it is, to start with; though it is not as perfect as it should have been. It is only fair to future criticism to have it clearly understood.

"A thorough examination of the young men who arrived in November last, was made in March by the attending physician of the school. The following is a synopsis of his report:

"I beg leave to submit the following report of my examination into the physical condition of the Indians,—

"Class I.

"A certain number may be classed together as in prime health. Strong; lungs and heart sound.

"[Nineteen names are given in this class.]

"There are some who would, doubtless, belong to this class, if it were not for some temporary and curable affection.

"[Six names are specified, the temporary affections being coughs, slight bronchitis, headache and back-ache. The coughs and slight bronchitis were sufficiently accounted for by the unusual severity of the winter, inducing a prevalence of such affections here as generally through the country, and all six seem to be in perfect health at present.]

"Class II.

"These are more delicate, and though not affected by any serious disease at present, examination shows that their lungs are weak. This class will not be likely to stand much exposure or hard work.

"[Eight names are grouped in this class, of whom the physician says:]

"These ought to be watched for symptoms of lung trouble, and put upon medical treatment, if necessary, early. I do not think they are in any great danger, but they are the ones who will probably need attention in the future.

" Class III.

"Under class third we may place those who are diseased in any permanent or chronic form. [Six names are in this list, the chief trouble being more or less weakness of the lungs, in some cases, however, so incipient that with this early understanding and care, it may be held in check.]

"J T BOUTELLE, M D."

"This report does not include the nine girls. They seem to belong in the first class, with two exceptions, one having been kept out of school a good deal by rheumatism, another showing tendency to erysipelas, evidently of long standing. The health of both these is improving.

"A very encouraging improvement is noticed in one of the St. Augustine Indians who last year had several hemorrhages from the lungs—the immediate result of a fall, renewing an old hurt received in the West."

Since the warm weather there is a general improvement in the health of our Indian pupils, though at least one cannot live much longer. Indian girls lead a life of steady work, free from fashion, and hence have strong, well formed bodies, of natural shape. Their average health is notably better than that of the young men. Habits of labor have given them endurance; the change of locality does no seem to affect them except favorably and effort for them seem exceedingly hopeful. The boys bred to idleness, acting only in a spasmodic way, have far less vigor, and, from their habits of "lying around," suffer from exposure of all kinds, especially from the dampness of the ground. They eat unripe fruit recklessly. They are given to wrestling with extreme vigor which often produces spitting of blood.

There is more tribal than race feeling. There was at first a little jealousy on one side and suspiciousness on the other.

Until the "Wigwam" was done, students were crowded uncomfortably.

Since all are well provided for, there have been no bad signs and many good ones, as to race feeling. On our rolls are the names of Chief's sons whose ancestors have been at perpetual war; yet no difficulty has occurred. This bodes good after the return of these students.

There is no contempt for the negro. A colored non-commis-

sioned officer has more influence over a Dakota Indian than has a Cheyenne of like position. The boys of different tribes don't like to be controlled by each other. I think they can in time be got over this.

I believe that a colored school, on the labor plan, offers better conditions for educating Indians than any others. Both races need similar methods.

There has been a very active correspondence in their native language between our Indian pupils and their friends in Dakota, resulting in a lively interest among parents and friends there, and a desire on the part of many to come here.

Each month every Indian's record is made up on a card and sent to his people through the Agent, with good effect, I am informed.

These pupils are practically hostages; their being here is a peace measure. We are not dealing with peaceful Indians, for then it would be no experiment. Over half of the 250,000 Indians in America are domesticated.

Our work is upon a wild, fighting people, who have refused peace and are trained for war. But while their children are at school they will not fight; so I am told on good authority.

In getting more Indians, the point made at the last annual meeting was the need of girls to offset the young men, for relapse was inevitable should they return home to mate themselves with savages.

Capt. Pratt was instructed to secure twenty-five girls and twenty-five boys from the upper Missouri, but according to his report to the Commissioner of Indian affairs:

"The girls from this (Cheyenne River) Agency were at the last moment led to abandon their intention through the prejudices against the Hampton Institute as a colored institution, existing in the minds of the educators at the Agency. which the officer who had undertaken the task of getting them ready found impossible to overcome in the short time at his disposal. I found this prejudice more or less at the several other agencies below, and with like effect as to girls." There is reason to believe that a different feeling caused chiefly by the letters that have passed, now prevails.

A serious objection on the part of Indians sending their girls away was that the girls do the drudgery and can't be spared.

They do not miss their sons who are idle when not on the war path.

Our work for Indians is imperfect in the want of girls and in the physical weakness as above reported of many of the young men whose selection was hurried. It is a wonder, under the circumstances, that so good a class was brought. Some mortality among these youth may be expected, and should not be charged wholly to the attempt to educate them.

The want of girls should, I think, be remedied. I would recommend that the Trustees address to the Secretary of the Interior a statement of the facts and a request that twenty more Indian girls be sent here to be educated. There is not room for more than twenty more.

ENDOWMENT.

For several years I have urged the immediate need of an endowment fund of not less than two hundred thousand dollars (\$200,000), the income of which should meet, in part, annual expenses, which, with 320 students (275 of them boarders, the cash value of whose labor payments is 30 per cent. less than the amount credited) and 24 teachers, and all incidentals, amounts to \$35,000 a year.

With the State aid of ten thousand dollars (\$10,000) a year, the income from our small fund, and permanent annual subscriptions, one-half the needed amount may be considered as secure.

For the rest, much time and strength must be expended. For a good part of it there is a reasonable expectation, which is met in a surprising degree by the continued generosity of friends.

The income from a fund of \$200,000 would lighten a burden that is heavy, and reduce the risks to the school from accidents or misfortunes that a work like this should not bear.

IN GENERAL.

The military department under Capt. Henry Romeyn, commandant, has been very satisfactory. Students have been drilled, without arms, and an improved bearing is manifest.

It has been an aid to the school discipline, to the safety of its property, and has reached into details of daily life and conduct.

A good uniform has been adopted, and furnished as it could be paid for. It is popular, and is the best and cheapest suit

they can get. One hundred and thirty suits have been made in our Industrial room, costing students from \$7.50 to \$12.00 apiece.

The School Band, under the charge of Mr. John E. Fuller, has attained a proficiency highly creditable to its leader.

The housekeeping and boarding department is in better condition than ever before.

The cooking class is deferred till next year. Gardening for girls is important and will, if possible, be commenced the following session.

There was awarded to the Exhibit of the Hampton Normal and Agricultural Institute at the Paris Exhibition of 1878, a handsome gold medal which has just come to hand.

Owing to its unhealthfulness, it was deemed best to dispose of the cotton farm "Wildwood," which was reported upon last year. It was, besides, too remote to be under the care of the administration here. While the price realized was moderate, it was, on the whole, a satisfactory transaction.

The Rev. John H. Denison, late of New Britain, Conn., pastor of Bethesda Church (undenominational), which the majority of students and officers attend, has done most acceptable service. Students of all classes, including Indians, show genuine interest in the conduct of life and in religious matters.

I am glad to acknowledge the services of the Rev. J. J. Gravatt, rector of St. John's Church at Hampton, in taking charge of the spiritual interests of the Indians from the agencies under Episcopal care. They will thus return to their homes in full accord with the methods and teachings which will prevail about them.

Relations with the State are in all directions satisfactory. There has been no change in the Board of Curators appointed by the Governor in behalf of the State.

The institution was formally complained of to the Legislature for interfering with local (Hampton) interests by reason of its industrial operations, but without injury to its character or standing. The most intelligent element in the community, without sectional distinction, made public vindication in a handsome way.

I am more than ever convinced of the sincere interest in, and appreciation of this by Virginians and other Southerners, judging from the treatment of graduates, the cordiality of the press, and

public officers, and by letters from some of her best and ablest men of this and other States.

* * * * *

With great respect,

Your obedient servant,

S. C. ARMSTRONG, PRINCIPAL.

REPORT OF REV MARK HOPKINS, D.D.,

LATE PRESIDENT OF WILLIAMS COLLEGE, OF MASSACHUSETTS.

President Hopkins, in 1869, with General Garfield of Ohio, Mr. Alexander Hyde of Lee, Mass., and Secretary B. G. Northrop of the Board of Education of Connecticut, consented to act as a Committee to examine and report upon the condition and prospects of the Hampton Institute, then in its infancy. Their report was encouraging and resulted in increased help and hope for the School. During a recent five week's visit to the Institute, President Hopkins inspected the school carefully and prepared the following statement:

The Hampton Normal and Agricultural Institute was opened in the spring of 1868, and had its first public examination in July of the following year. At that examination a committee was present by invitation, who made a report setting forth the condition and objects of the school. Having been on that Committee, and returning now for the first time after ten years, I desire to express my surprise and gratification at the changes and progress that have been made.

On reaching Hampton, the most obvious change is in the buildings. Where Virginia Hall now stands, there was, ten years ago, a line of low, white-washed barracks. These were for the school, and together with the two houses occupied by the teachers, were the only buildings on the ground. Now, in the place of the barracks, there stands a building 210 feet in length, five stories high, containing a dining room and chapel with seating capacity respectively for 350 and 1,000 people, seventy rooms for teachers and pupils, and an industrial and knitting room, kitchen, laundry, and machine shop,—having cost \$88,000.

This is the largest and most conspicuous building on the grounds.

Next is Academic Hall, three stories high, where all the recitations are held, costing \$48,500.00.

Then there are the Marquand and Senior Cottages, each 32 x 65 feet, three stories high besides basement for workshops, having cost \$5,500 apiece, accommodating each thirty-five young men.

There are, belonging to the school, five substantial and commodious residences occupied by its officers, two of which were standing when the premises were purchased.

A three story workshop 140 x 50 feet is being built for the mechanical department.

But if the change in the buildings is more conspicuous, that in the farm is the first to attract the notice of one coming from Fort Monroe. You feel at once that you have come into a region of green fields and of higher culture. Ten years since, the farm was exhausted. Parts of it were marshy. The fields near the barracks were so overgrown with bushes and tall grass, that in going through them you would often start up a wild rabbit. There was on the place no barn, and there were no fruit trees. There was little agricultural machinery and but one cow.

Now the farm of 190 acres is thoroughly cleared and drained; there is a large and commodious barn (L shaped), 150 x 100 feet, 25 milch cows 21 horses and mules, 140 sheep, 190 hogs, 500 fowls, and 2,500 fruit trees, consisting of peaches, pears, apples and cherries.

The school at that time had 52 boarders and five officers and teachers. It has now 24 officers and teachers, 285 boarders and 30 day scholars, 315 in all, 66 of whom are Indians. It has graduated, including the present class of 40, 316 students, of whom 249 have already engaged in teaching and have had not less than 30,000 children under their control.

These results have been attained at an outlay of over half a million of dollars, of which not less than \$200,000.00 have been expended in land, buildings and improvements, besides over \$50,000.00 invested in personal securities on an Endowment fund. The details of receipts and expenditures for each year are contained in the Annual Reports of the Treasurer, which are given with great minuteness and are so arranged that those who give money, or any who choose, can trace every dollar of expenditure to its destination.

Recently, perhaps too recently to make comment safe, another feature has been added to the Institution. By a singular combination of events, an experiment is being made here, having for its end the civilization of the Indians and a preparation in them for citizenship and self-support. So far, this is in every way hopeful. In this the Government gives aid, and the words of Secretary Schurz were most encouraging, that it would continue to do so. For the accommodation of these Indians and others, a three-story brick building, called the Wigwam, costing \$11,000.00, and not hitherto mentioned, has been recently completed. By singing, and by a single creditable speech these Indians took part in the Anniversary; and the spectacle of the three races assembled in such new relations and working together toward the light of a brighter day was touching and wholly unique. Who knows but there may come, through this and similar institutions permeated by a Christian spirit, the solution of those vexed problems which statesmen have failed to solve.

Ten years ago the examinations were attended only by the Committee and the teachers, and there were no public exercises. The present year, the examinations in the different rooms were numerously attended, and at the public exercises every standing place in the chapel holding a thousand people, was occupied. Those exercises were of a high order, and it was said by Dr. Hoge of Richmond, Va., that he had never been present at a literary anniversary so much honored by the attendance of distinguished persons. Two members of the Cabinet, Secretaries Schurz and McCrary, were present, and Mr. Schurz made a complimentary and most encouraging address. Dr. Hoge of Virginia also made an address, and Dr. Plummer of South Carolina

pronounced the benediction. How marvellous the change in public sentiment indicated by all this!

We thus find in every department a success not only greater than was anticipated, but extraordinary, and well nigh unprecedented. Especially is this true of the raising of half a million or more of money during the past ten years of business depression. Of this the cause may be found in part, in the attitude of the freedmen as eager for knowledge, and as appealing not only to the sympathy, but to the *conscience* and patriotism of the nation. In part, also, the cause may be found in the character of the Institution, as practical, economical, moderate in its aims, and as meeting an immediate, extensive and pressing want. In part too, and largely, I find that this success is attributed to the combined energy and good judgment of General Armstrong, together with the high order of talent and of character of those associated with him.

Such has been the past. If we look toward the future of an institution so complex, having for its end training in good habits and in the power of self-help, even more than the acquisition of knowledge, it is plain it needs at its head an exceptional man, and also teachers not only skilled in teaching, but with a spirit of disinterestedness and self-sacrifice. These it has had in the past. Continuing to have them, as we trust it may, the one thing now needed is such an endowment as will enable the Institution, with its present numbers and working power, to get round the year without soliciting money. This would not require a sum comparatively large. The Institution is now large enough. With the exception of one building now in progress, and necessary to enable it to avail itself of the generous gift of Mr. Geo. H. Corliss (a steam engine), more buildings are not likely to be needed. The machinery then is ready. But if it is to be made secure as a perpetual source of good, there must be within it the power to keep it in motion.

Looking, then, at the signal favor of Providence thus far, at what the State of Virginia has so nobly done, and at the remarkable beneficence of individuals, the friends of the Institution may well be encouraged to go forward and place it on a secure foundation.

MARK HOPKINS.

Hampton, Va., May, 1879.

“THE WORST STOCK IN THE INDIAN TERRITORY.”

(A SUPPLEMENT TO THE LAST SMITHSONIAN REPORT.)

BY REV. JOHN H. DENISON.

From The Congregationalist.

The Rev. Mr. Dennison is pastor of the Bethesda Church at Hampton, which is attended chiefly by the teachers and students of the Hampton Institute.

Walking through the Smithsonian, the other day, my companion, a young Indian warrior, gave a start of surprise, for in a group of plaster

casts to which he pointed, he recognized himself and his fellow prisoners of war. The last Smithsonian report contains an account of the way in which these casts were taken. Of late, says the report, anthropologists have been eager to obtain face casts of the native races, but in the case of the Indians it has been exceedingly difficult on account of their superstitious fears. A few years ago, however, an excellent opportunity was presented in the capture and transfer to St. Augustine of sixty-four Indian braves. Included in the report is a letter from Capt. R. H. Pratt, U. S. A., giving a detailed account of these prisoners, whose faces and accompanying characters have thus become a part of history as well as of science.

The gist of this letter is that down to thirty years ago, the Cheyennes, Kiowas, Arapahoes, Comanches and some other tribes had roamed, without much oversight on the part of our government, from the Platte River to the Gulf of Mexico. After this from time to time their limits were narrowed, until in 1867 they were given fixed reservations in the Indian Territory. Roused by this abridgment of their ancient liberties, and provoked still more by the buffalo hunters who continually invaded their territory and made a wholesale destruction of their best resources, they began to make raids along the frontier. They ravaged the territory of those who seemed to them high handed and wicked oppressors. Their method of warfare was cruel. It was worse than cruel. It was Homeric. They ravaged, they outraged, they murdered, and they were as deaf to mercy as Achilles or Ulysses. There was a better class and a worse class. As in Sherman's army, there were warriors and there were bummers. Some of their cruelties could only have been equalled by Spaniards under Phillip the 2d, or by Frenchmen under Louis XIV, or by Englishmen under Queen Mary, or by New Englanders under the extreme excitement of the witchcraft period.

A family of settlers named Germain were moving westward with wagons and stock. The Indians fell upon the party, murdered the men and dealt still more foully with the women, killing one and keeping another for years in an insulting captivity. They murdered in cold blood Capt. Short, the U. S. Surveyor, and his son, a young man of excellent Christian character. They shot down Mr. Osborne, an utterly inoffensive and worthy citizen and a true friend of the Indians, before the very eyes of his young wife, with a heartliness worthy of Judge Chisholm's murderers. In short, they were guilty of defending their supposed liberties by a method of warfare that was two or three centuries behind the age. These *facts* are the Captain's; the historic parallels are not his, but they appear to fit and I introduce them, because they show what seems necessary to a fair understanding of the case, that the Indian's method of warfare does not prove him to be a distinct and inferior species, but only the same species a little behind the age. At last government determined to subdue the refractory tribes. Overwhelming forces were marched against them from different quarters, and they were forced to submit. Of the most defiant and most guilty, sixty-four were arrested and sent in irons to Fort Marion at St. Augustine. Captain Pratt was detailed to take charge of them. They were no lambs; their faces, as presented in photographs taken at the time, are as brutal and unpromising as could well be conceived. Captain Pratt's method was that of military discipline and labor, combined with Christian influence and a way of putting them largely on their honor.

Since this report, ten of these prisoners have died, seventeen have been transferred to the Normal School at Hampton, where they may be

seen to-day, dressed in the neat uniform of the school, patiently plodding through the geography lesson, or the hard words of their English reader, painting pottery, or digging in the earth like an Irishman. They mingle fraternally with the colored students, they are faithful, honest, and industrious. They have put off the old life with the blanket. Of the remaining prisoners, several have obtained places at the North, and are doing well.

The remainder have returned to the Indian Territory—subjected to the mid-current of savage life. It may be said that about one-third have failed to stand the test. A third have done well, meeting the current fairly, while still another third have done nobly, standing firm in their allegiance to their new principles. Minimic, the old chief, writes to Captain Pratt: "All that you have told me I am holding close to my heart. I have a large party of my young men chopping wood for the agent. Everything that the Hampton boys write to me I hold fast, and take their good advice and press it upon others. All the young men of my party are ready to take my advice, and sixty of them in my camp dress like whites and have their hair cut."

But it is concerning twelve of those at Hampton that I am specially called to speak. The names of these twelve are given in the report, with their alleged crimes, as follows: "Matches—ringleader, White Man—accomplice in Short and Germain murder." "Bear's Heart—accomplice in Germain murder." "Roman Nose—ringleader." "Ohe-toint was with Mahmante when he killed the man in the wagon, was with Lone Wolf, killing the buffalo hunters." "Etahdleuh was with Lone Wolf, killing buffalo hunters, was in party attacking buffalo hunters at Adobe." "Tsadle-tah killed buffalo hunters, helped to kill Osborne. Squint Eyes, ringleader. Zu-un-ke-ah helped to kill four men." Koba participated in the attack on General Davidson's command; was with Mahmante stealing mules at Brozos." Buzzard, ringleader. Cohoe, accomplice in Germain murder." This is the way the twelve are catalogued in the Smithsonian, and this is the supplement thereof!

On our last communion in March, these twelve originals of the plaster casts, these catalogued specimens of anthropology, by their own desire and by the earnest desire of their captor and guardian, presented themselves to be admitted to the Christian church. Matches had been trained by Episcopalian friends, and so joined that church in Hampton. The other eleven united with the church in the Normal School. One by one they came forward and stood before the font; the confession of faith was simple, for they cannot understand complicated English: "Bear's Heart, you take God to be your father, Jesus Christ to be your Saviour, and God's people to be your people?" "Yes." The pastor laying his hand on the Bible—"and do you take God's book to be your book?" "Yes." "Then, Bear's Heart, because you believe, I baptize you in the name of the Father, the Son, and the Holy Ghost. Amen." In like manner stepped forward the rest. After the right hand of fellowship, we all sang together one of their favorite hymns: "Just as I am."

We are not deceived into thinking that these Indians present a New England type of piety. One or two have been admitted, in the judgment of charity, rather for their pathetic desire than for their achievement, but most of them, because, after careful observation, we are forced to believe, that as regards the pith and marrow of Christianity, they are our beloved brethren, for this one thing they are doing, if ever

men did it, forgetting the things that are behind, and looking forward to the things that are before, they press toward the mark. One point in theology they understand, and one only. It is to walk the new road in the help of Jesus; and they show their faith by their works. Digging in the earth is not the chief joy of an Indian warrior; but Koba writes: "I pray every day, and hoe onions." Bear's Heart thrusts a Testament into his pastor's hands, and says: "I want you to show me good words." Of the 51st Psalm he says: "I read it every night." Squint Eyes shows his favorite passage. It is: "Thou shalt love the Lord thy God with all thy heart, and thy neighbor as thyself." They have their weekly prayer-meeting where their voices may be heard in their own language, earnestly pleading with God. They are always found on the side of order. They are patient in study. One writes: "I will try to learn English so as to read my Bible."

The point of the thing is this: Here was the worst stock in the Indian Territory. We shrank from it in horror; but we were forced by God to take it in hand, and beyond a doubt it has shown itself capable of receiving the engrafted Word. God has put no difference between them and us, purifying their hearts through faith. So plain is the direction of God's finger that the school here has now taken fifty more Indians from the plains. They are ready to come, the Lord has prepared them, they see their situation. Skunk's Head writes from Fort Berthold: "Whenever I go hunting I only find white men, and their work; there is nothing now for an Indian to live on: so I want my son to be a white man, and sent him to Hampton. I know God did this work. It is not your work or mine. God did it for us. It is hard to bear to not see my son for so long a time; but he is in the midst of good works, and my heart is glad."

Captain Pratt thinks that 1,000 would be glad to come East for instruction, but we have not money enough for those that are here. The Christian community has failed to back up Hampton in its enterprise. The financial side looks dark. It is argued in opposition that the change is too great for the Indians, and that their civilization should proceed more slowly; but it would seem that God had taken upon Himself to answer this objection. The buffaloes are dying off. The supplies for a savage life are fast failing. The Indians are already miserably poor, their feeling is one of weakness; they are looking for a change. Even they have the feeling that it must speedily be civilization or starvation. The question which God puts to us to-day, is: What will you do with My poor? If the eye were single would not this Indian problem be full of light?

Letter from President Gilman of Johns Hopkins University:

BALTIMORE, May 25, 1879.

Dear General Armstrong:—

It is a great pleasure to have seen Hampton and to find it all, and more, than I expected. Much as I have heard and read, I was surprised by what I saw. In the afternoon it seemed to me we had an epitome of the state of the country. "Massachusetts and South Carolina" all ready to be re-united; there were the Africans whom our fathers brought, and the Indians whom they found; we heard the war-songs and the plantation melodies and the Moody hymns; we saw the Government Secretaries asking what was their duty; you represent the

reflex influences of old-time foreign missions; and the fusing element among all these heterogeneous elements was the school, taught and governed by cultivated and refined Christian men and women. I was very much impressed by the good sense of all the scholars' writings,—no brag, no animosity, no servility, no swell, but simple manly aspirations for upright and useful lives. I want to see more, and to have some opportunity to show you and your colleagues my respect and sympathy

Ever truly yours,

D. C. GILMAN.

The above cordial letter, and the following, from prominent Virginians, illustrate fairly the impression, and conviction of men qualified to judge of the Hampton work.

UNIVERSITY OF VIRGINIA, *May 5, 1879*

My Dear Sir:—

Please accept my thanks for your kind invitation to be present at the Anniversary of the Institute. The day falls in the middle of a time when my work here is so strenuous and so important, as to make it wrong for me to be away. But for this, I should by all means be there, to show the deep interest I feel in the processes and in the results of the good and wise work that you are doing. What I saw last summer, what I have heard from you and what I have since thought out by myself, in thinking over the impressions of that time, have left a deep conviction on my mind that you have discovered, and are working out, the true solution of the educational problem, not only for the negroes of the South, but for the masses in the civilized states.

With best wishes,

Yours very truly,

THOS. R. PRICE.

Gen. S. C. Armstrong, Principal, Hampton Institute.

Professor Price is President of the Educational Association of Virginia which met last July at the Hampton Institute, and will meet here again, for three days, in July next.

VIRGINIA MILITARY INSTITUTE, *April 30, 1879.*

Gen. S. C. Armstrong, Principal,

*General:—*I have received your very kind invitation to attend the Anniversary Exercises of the Hampton Normal and Agricultural Institute which take place on the 22d of May next.

I regret very much that my public duties will confine me to my post at that time. I shall then be in the busiest work of the year, and it will be impossible for me to leave.

It would give me peculiar satisfaction to attend these Anniversary exercises. You are engaged in a most important work, and the results, under your efficient administration, have been so satisfactory, that Virginia has great cause to be proud of this valuable *State* Institution.

Employed as I am here, in a work covering a different range, I have read with peculiar interest and satisfaction, your reports, and it gives me great pleasure to congratulate you on what you have accomplished under great and many draw-backs.

It would give me great pleasure if you would attend our annual exercises. They begin this year, about June 25th, and close on July 4th.

I remain very truly,

FRANCIS H. SMITH, JUN.

General Smith is the President of the Virginia Military Institute and, with Professor Price and Professor Venable, represents the best thought and the dominant influence of this Commonwealth.

My dear Sir :—

I thank you for your invitation to attend the closing exercises of the Normal and Agricultural Institute. My duties here will make it impossible for me to attend. May I take this occasion to congratulate you on the great and good work which you are doing for the State, the South and the whole country ?

Yours very truly, CHAS. S. VENABLE.
UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE, May 20, 1879.

THE above information is published to make clear the conditions, prospects, relations and wants of the Hampton Normal and Agricultural Institute.

The latter are as follows :

1st, Funds for the current expenses, which are \$35,000 per annum. (a) Annual Scholarships of seventy dollars apiece, to meet the cost of educating each student. The student pays in cash or in labor his personal expenses. Tuition he cannot provide. To give it is to help one who helps himself. The tuition of Indian students is at the expense of the school. Government provides for their personal needs. (b) Annual donations of any amount for the support of the school in its work both for negroes and Indians.

2nd, Building Funds. There is pressing need of six thousand dollars for a workshop ; twice that sum will be required to complete it. The mechanical feature of the school is the least developed.

ENDOWMENT FUND.

3rd, There should be at once a permanent fund of at least \$200,000, the interest of which would in some measure relieve the great drain upon the time and strength of officers of the school through soliciting funds.

Funds should be sent by bank check or by Post Office Money Order.

For further information address,

S. C. ARMSTRONG, PRINCIPAL.

Hampton, Va., June, 1879.

FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of .. dollars, payable, &c., &c.

